

CHAPTER I

INTRODUCTION

This chapter provides the basic idea which is related to the introduction of the study. It presents background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Reading is one of the ways to get knowledge and learn language. It is one of the important activities in which students have to engage. This is a fact of life (Gavin J. Fairbairn and Susan A. Fairbairn, 2001:1). Reading is important because it expands new vocabulary and new literature at the same time. Harmer (2007:99) stated reading is also considered an essential skill for the students. Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole. Reading is to help spelling and vocabulary abilities. Big part of knowing how to spell and comprehending what words mean is by remembering them.

Reading comprehension is the ability to understand what is read where words have contexts, and texts have meaning. Reading comprehension skills are important for students to become effective readers (Grabe & Stoller, 2002).

Without comprehension, reading is simply following words on a page from left to right while sounding them out. As the result, words on the page have no meaning.

Learning reading comprehension is not easy to do. Learning reading has varieties of problems. Davoudi (2015) stated the learner variables that account for reading deficiency include variables such as poor vocabulary knowledge, grammar knowledge deficiency, poor background knowledge (including all the three types of formal, content and cultural background knowledge), insufficient exposure to print which leads to Matthew effect in reading, problems in inference making ability, poor metacognitive awareness, working memory deficits, slow reading, deficient language ability, problems in phonological processing of the text and reading difficulties resulting from age factors. Medjahdi (2015) stated that EFL learners face some difficulties when they read. In fact, students suffer mainly from understanding vocabulary. This problem may fall into multiple categories; among them, learners may have difficulties for example with words that have similar lexical forms. Medjahdi (2015) also stated that secondary school EFL learners have problems in reading comprehension performance at the level of pronunciation, and coming-across ambiguous words which prevent them from understanding the passage. It has been also noticed that the reading materials and text selection have an impact on the learners' reading achievement.

Furthermore, motivation is the rudimentary of the reading. It means that reading can be conducted if the reader feels motivated. It is just as unreasonable to expect them to want to read without any motivation. Bakar (2014) stated students who are motivated to learn will pay attention to lessons delivered, read the material so that they can understand, and use supportive, specific learning

strategies. Students who have the motivation to learn will depend on whether the activity has interesting content or a fun process. It is supported by Komiyama (2013) who stated, “The importance of motivation in L1 reading development suggests the need to thoroughly explore the potential impact of motivation on L2 reading behaviors and outcomes”.

Furthermore, Fitriana (2012) found that there is significant positive correlation between learning motivation and reading competence of the second grade students of SMP Negeri 4 Surakarta in the academic year 2011-2012 ($r_{y1} = 0.735 > r_{table} = 0.206$). It means that reading competence will follow the increase or the decrease of learning motivation. Hence, the researcher is interested in doing the investigation of students' motivation in Reading Comprehension at English Department of University of Muhammadiyah Malang. They are selected as the subjects of the study because the students lacked of attention to the teaching and learning activities. Only 2 students who active in the class. Another students usually *chit chat* with her/ his friend during the lesson but not a whole lesson. Actually, the other students also active but less active than 2 students as researcher said before.

1.2 Statement of the Problems

The problems of this research are formulated as follows:

1. How is students' motivation in learning Reading Comprehension at English Language Department of University Muhammadiyah Malang?

2. What factors influence the students' motivation in learning Reading Comprehension at English Language Department of University Muhammadiyah Malang?
3. How does the lecturer motivate the students in learning Reading Comprehension at English Language Department of University Muhammadiyah Malang?

1.3 Purpose of the Study

Related to the statement of the problems, the purposes of this research are stated as follows:

1. To describe the students' motivation learning Reading Comprehension at English Language Education Department of University of Muhammadiyah Malang.
2. To describe the factors that influence students' motivation in Reading Comprehension at English Language Education Department of University of Muhammadiyah Malang.
3. To describe the way the lecturer motivates the students in learning Reading Comprehension at English Language Education Department of University Muhammadiyah Malang.

1.4 Significance of the Study

The result of this research is hoped to give a contribution for both teachers and students in relation to the teaching and learning process of reading. For the teachers, by knowing students' motivation in reading comprehension, they can

motivate the students appropriately by adapting student's preferences in studying. For the students, it is hoped that they must arouse their motivation in reading by certain strategies because reading is very important not only in reading class but also in their real life. In addition, the result of this research will be useful for scientific reference especially for the next researchers.

1.5 Scope and Limitation

The scope of this research is focused on the analysis of the students' motivation, the factors that influence students' motivation, and the way the lecturer motivates students in learning reading comprehension. It is limited on the students at English Language Education Department of University of Muhammadiyah Malang.

1.6 Definition of Key Terms

Reading is a process of constructing meaning from written text which makes readers accept a lot of information and knowledge. Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in Hunt (2004).

According Bakar (2014), motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist the task. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning

process. In this study, motivation is an important factor in learning language so that success of learning depends on meaningfulness of the material and the process of learning reading comprehension.

